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ABSTRACT

This study sought to develop a clearer understanding of the correlates of the emotional exhaustion aspect of burnout among learning disabilities (LD) teachers in resource programs. Specifically, the study examined the relationship between the emotional aspect of burnout as measured by the Maslach Burnout Inventory (MBI) and: (1) background variables (age, marital status, teaching experience, level of education, and grade level teaching); (2) job conditions (number of students, time pressures, instructional complexity, and assessment responsibility); and (3) perceived degree of stress associated with job tasks. From the target population, 215 female LD teachers in resource service delivery models in Missouri responded to a survey containing the MBI, a resource LD teacher's job conditions questionnaire, and a work task stressor scale. The findings on each of the variables and combinations of variables are presented and discussed. Among the conclusions reached were that teachers who experience more demands on themselves experience more emotional exhaustion; LD teachers do not sense support from parents and administrators; and teachers who share assessment duties with other professionals experience less intense feelings of exhaustion. The questionnaires are appended and a bibliography is included. (JD)

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The Emotional Exhaustion Aspect of Burnout and Stressors in Resource LD Teachers

Catherine A. Shea

May 2, 1990

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Introduction

> Wanted: Surrogate parent, child psychologist, guidance counselor, math-English-science-geography-history-spelling background. Should be willing to accept two dozen or more charges. Hours 9-4, m-f, Sept.-June. Expect to work most evenings, frequent weekends. Paragon preferred. Salary modest. Little chance for advancement. (Bibo, 1982, p. A-6)

As seems to be indicated by the advertisement above, educators are expected to accept and complete demanding professional duties. Teachers are aware of the strain which may be precipitated by demands which they, for various reasons, cannot meet. In fact, many teachers accept stress as a normal part of their workday (Alschuler, Carl, Leslie, Schweiger, & Uustal, 1980), and some special education teachers are convinced that strain is an unavoidable job characteristic (DeShong, 1981). Yet, who would expect that stress might be considered a one-word synonym for teaching (Alschuler et al., 1980; Jones & Emanuel, 1981) and that burnout would become a major occurrence of our time (Betkouski, 1981; Freudenberger, 1977a)? The malady of burnout, which is characterized by physical and emotional exhaustion and even dehumanization of clients and oneself

(Maslach, 1976), is suspected to be an occupational hazard of many professions including teaching (Freudenberger, 1977; Maslach, 1976). While "anyone, in any profession, at any level can become a candidate for job burnout" (Potter, 1980, p. 2), special education personnel may be particularly vulnerable because of the stress inherent to their field (Presley & Morgan, 1982; Weiskopf, 1980).

Background of the Problem

Americans are living in an age of stress (Truch, 1980). Although sometimes thought to be so, not all stress is inherently detrimental. Stress can be a motivator, and without stress little reason exists to achieve or change (Miller, 1979). If a teacher is in good mental and physical health, stress can become a positive force in the classroom (Swick & Hanley, 1980). On the other hand, uncontrolled stress can "invade the elusive structures of our mind as well as our bodies" (DeShong, 1981, p. 8). The harried American lifestyle and the physically and emotionally threatening climates in schools have produced a stress epidemic for the educator (Miller, 1979). The magnitude of this problem is evidenced by the responses to a poll of over 1,700 teachers. The following statistics were reported:

(1) Two-fifths would not choose to be a teacher if they started their careers over;

(2) One-tenth want to leave teaching as soon as possible and,

(3) One-fifth did not know how long they would stay in

the profession (McGuire, 1979).

Stress is on the mind of the general American public. Annually, over 90,000 articles, 1,000 completed research projects and an additional 6,000 articles are published on the topic (Boyd & Gmelch, 1977). Although stress has been studied for over four decades, burnout as a specified stress syndrome has only recently received attention (Zahn, 1980). The current interest in burnout has been the result of investigations of the unique stress incurred by those who have a high degree of contact with people in need (Perlman & Hartman, 1980). "Stress in teaching is not new. In recent years, however, teachers have begun to talk about it more freely" (Muse, 1981, p. 45). Recognizing the magnitude of the stress problem for educators, the National Education Association has held over 100 local workshops to help teachers cope with the physical, emotional and attitudinal exhaustion which accompanies burnout ("Help!", 1980).

Credit for first describing the characteristics of burnout is given to Dr. Herbert J. Freudenberger (1974). Closely aligned with Freudenberger's work is the work of Dr. Christina Maslach from the University of California, Berkley. Freudenberger's initial burnout investigations referred to staff members in alternative health-care institutions. Later, and independent of one another, Freudenberger and Maslach studied child-care workers' burnout. In the late 1970's, investigative efforts expanded to policemen, nurses, and other service professions. At

this time, a body of literature particularizing burnout in teachers (Alschuler et al., 1980; Bardo, 1979; Ingram, 1980; Knowles, 1980; McGuire, 1979; Schwab & Iwanicki, 1981) and stressors in educators (Amodio, 1981; Kyriacou & Sutcliffe, 1978; Leffingwell, 1979; Miller, 1979; Needle, Griffin, & Svendsen, 1981; Swick & Hanley, 1980) is growing. In contrast, a scarcity of information exists which deals specifically with stress and burnout in special education personnel (Dixon, Shaw, & Bensky, 1980; Holland, 1982; Moracco, 1981; Shaw, Bensky, & Dixon, 1981).

Definitions of burnout vary in the literature (Cherniss, 1980). The two most often cited definitions are those of Freudenberger and Maslach. The former writer defines burnout as a wearing out, exhaustion or failure resulting from excessive demands made on energy, strength and resources (Freudenberger, 1974). The latter believes that burnout is an emotional exhaustion syndrome which is characterized by feelings of being overextended by work, by cynicism and even dehumanizing views towards clients and a lowered evaluation of one's self, particularly with regard to accomplishing goals on the job (Maslach, 1976). Others have related burnout to ineffective coping mechanisms (Moracco, 1981), occupational tedium (Pines & Kafry, 1978) and health strain (Perlman & Hartman, 1980). In their book, Stress and Burnout: A Primer for Special Education and Special Services Personnel, Shaw et al. (1981) equated job burnout to a situation where the individual is experiencing

"excessive exposure to ambiguous, inconsistent, and/or uncontrollable school system demands" (p. 2).

For the most part, theoretical bases of burnout can be traced to constructs relating to stress. The lines of demarcation between stress and burnout are not clearly defined. Perlman and Hartman (1980) believed that burnout can be understood best by viewing it as one subset of stress reactions. In addition, Maslach (1978a) cautioned her readers to think of burnout as not just any form of stress but as a particular type relating to caring relationships involved in the human services. This alliance between stress and burnout creates semantic complications when the literature is examined. The task of "developing a workable definition for a cluster of such diverse affective states or reactions is a difficult matter" (Harrison, 1980, p. 29).

The assessment of burnout and teacher stress has taken numerous forms. Early investigations relied heavily on exploratory techniques such as interviews, questionnaire surveys, and observations (Maslach, & Jackson, 1981). Based on frequency of use, one well-validated instrument, the Maslach Burnout Inventory (MBI), designed specifically to assess burnout is gaining in popularity. Some researchers (Bausch, 1981; Knowles, 1980; Moracco, 1981) have employed various types of questionnaires that probe the degrees of teacher stress by means of self-reporting techniques. Identification of salient stressors or stress triggers has been undertaken by asking teachers to rank or rate a list of

suspected stress producing conditions or tasks (Kyriacou, 1980; Kyriacou & Sutcliffe, 1979; Moracco, 1981; Needle et al., 1981).

Consensus is lacking concerning the facets of stress which relate to burnout. Speculation exists that burnout may be generated from factors within the teacher (DeShong, 1981; Freudenberger, 1974), from outside the individual (Maslach, 1976; Pines & Aronson, 1981), or transactionally between the two (Moracco, 1981; Cherniss, 1980). Maslach (1976) and Maslach and Pines (1977) emphasized external causes of burnout such as the unique characteristics of certain jobs and clients. In writing about special educators, however, DeShong (1981) concluded that certain teachers have a core of stress-producing beliefs that make them candidates for burnout. Other suspected factors hypothesized as contributing to burnout in professionals are as follows:

(1) Poor professional preparation to handle the job and its stress (Betkouski, 1981; Mattingly, 1977);

(2) Inadequate social support systems available to individuals (Daley, 1979b; McMichael, 1978; Maslach, 1976);

(3) Work overload (Kahn, 1978; Karasek, 1979; Maslach, 1976; Zahn, 1980);

(4) Lack of sanctioned free time away from the job (Freudenberger, 1977a, b: Leffingwell, 1979; Maslach, 1976; Zahn, 1980), and

(5) Personal need deficiencies, i.e. self-actualization, and esteem (Anderson, 1980).

Additionally, role conflict and role ambiguity are potential stressors that may precipitate burnout (Mattingly, 1977; Schwab & Iwanicki, 1981; Shaw et al., 1981). The literature contains conflicting results regarding the influence of such demographic variables as age, sex, marital status, age level of students, and teaching experiences on stress and burnout (Schwab & Iwanicki, 1981).

Purpose of the Study

The primary purpose of this study was to develop a clearer understanding of the correlates of the emotional exhaustion aspect of burnout of resource learning disabilities (LD) teachers in Missouri. Specifically, the purpose was to examine the relationship between the emotional exhaustion aspect of burnout, as measured by the MBI, and

(1) background variables (age, marital status, teaching experience, level of education, and grade level teaching);

(2) job conditions (number of students, time pressures, instructional complexities, and assessment responsibility), as measured by the Resource LD Teachers' Job Conditions Questionnaire (Appendix A) and

(3) perceived degree of stress associated with job tasks (completing assessment duties, allotting instructional time, securing support from school and parents, upgrading professional skills, and working with mainstreamed students) as measured by the Resource LD Teachers' Work Task Stressor Scale (Appendix B).

Importance of the Study

Burnout merits further study because of its negative effects on individuals, their families, the schools and students. If allowed to go unchecked, burnout can be devastating by spreading through an entire organization (Freudenberger, 1977b) and corroding vital parts of the individual (Freudenberger and Richelson, 1980).

Stress costs America 17 billion dollars per year in reduced work capactiy (Alschuler et al., 1980). Tax monies for public services are being wasted by the absenteeism and turnover which may be partially attributed to stress and burnout (Daley, 1977a, b; Maslach, 1976; Pines & Kafry, 1978; Toch, 1981). In San Diego, teachers reported that 90% of their sick leaves were caused by stress (Wilson, 1979). The full-time special educators surveyed by Fimian and Santaro (1982) indicated that 49.3% of these educators take mental health days due to job-related stress. "Mental health problems are one of the most common reasons for teachers missing work" (Harlin & Jerrick, 1976, p. 56). Attrition rates for special educators in one state have been found to be 20% to 40% higher than for other education categories (Smith, 1979).

As critical as the financial burden of burnout can be, "the most critical impact of teacher burnout will surely be on the delivery of educational services" (Farber & Miller, 1981, p. 236). The quality of instruction at the classroom and building level can deteriorate when burnout is present

in the staff. According to Paine (1981), "schools with large proportions of burned out teachers are likely to exhibit increased disciplinary problems, mechanistic teaching, low student and teacher morale, increased absenteeism and more accidents" (p. 31). The amount of instructional time (Toch, 1981) and curriculum continuity are threatened by a stream of substitutes in and out of classes.

Special education personnel are not immune to the effects of job-related stress and burnout. Creekmore and Creekmore (1981) stated that "stress is affecting teachers of special children and the children themselves, daily" (p. 7). Professionals experiencing high levels of burnout become less capable care givers and probably ineffectual service team members. "High energy level, good health and enthusiasm--the necessary conditions for peak performance--are all depleted by burnout" (Potter, 1980, p. 7). Teacher productivity may be hampered by poor concentration, disorganization, and ineffective management of work flow (Shaw et al., 1981). Due to the paranoia and ease of anger which may coincide with burnout, smooth staff cooperation is diminished (Freudenberger, 1980). An unrealistic self-sufficient attitude, another aspect of burnout, isolates the worker from needed support of colleagues (Freudenberger, 1977; Mattingly, 1977). Since teachers in general are expected to be diplomats and "must be constantly attuned to the ways they communicate with and are perceived by other people" (Swick & Hanley, 1980, p. 14), isolation puts

professional cooperation at risk. Inadequate team effort by the school staff poses a threat to effective delivery of special education services especially in this era of mainstreaming. Because mainstreaming places emphasis on shared responsibility among various teachers of a handicapped child, a high level of burnout in a staff member can jeopardize the establishment or maintenance of a cooperative educational atmosphere. While all classroom teachers are constantly interacting with a variety of personalities--students, parents, other staff members (Swick & Hanley, 1980)--the resource teacher typically deals with more staff members. The resource teacher usually works with multiple grade levels, special service personnel and even staff in different buildings in the same school district if the resource teacher is itinerant. "The resource teacher is faced with demands of regular teachers with mainstreamed handicapped youngsters, who have the attitude 'you are the expert--tell me how to do it,' when answers are not available due to constantly changing methods" (Presley, 1981/1982, p. 2). The complexity of the interpersonal relationships involved in the role of the LD resource teacher indicates the possible magnitude of problems which can arise if she or he is experiencing burnout.

Attitudes towards clients and students may change to cynicism and dislike as a result of burnout (Maslach & Jackson, 1978, 1981). A professional's negative perception of a client may include depersonalization (Maslach &

Jackson, 1978a, b; 1981b). This depersonalization results in a view of clients as having fewer human qualities and deserving of the problems they have. Rapport between the service-giver and the receiver may be hampered by the professional's distancing of the client. As a defense against the stress of constant demands by those in need, the staff member may have established emotional and physical barriers between the client or student and himself or herself (Maslach, 1976). The overly stressed teacher experiencing burnout can have a detrimental effect on the classroom ambience: "Job stress also affects the classroom environment, the teaching/learning process and the attainment of education goals and objectives" (Needle et al., 1981, p. 180). Furthermore, in a state of burnout, workers may become bureaucratic, rigid (Freudenberger, 1974) and unable to solve problems creatively (Maslach, 1976). In other words, "deterioration of performance is a frequent element in the syndrome" (Kahn, 1978, p. 61).

While some speculation exists, the exact relationship of teacher stress and student behavior is unknown (Creekmore & Creekmore, 1981; Shaw et al., 1981). However, students of highly-stressed instructors are often highly anxious themselves (Doyal & Forsyth, 1973), lack motivation (Deavney & Sinclair, 1978), and cause more disruptions (Paine, 1981). Needle et al. (1981) hypothesized that teacher stress does affect the classroom environment in a negative fashion.

"Ultimately, burnout affects the students" (Holland, 1982). If educators with burnout have more interpersonal problems at work, are absent more and are less able to creatively solve problems and establish rapport with their students then "students will not receive the total benefits of the professional educator" (Shaw et al., 1981, p. 3).

The cost of burnout to the school is important, as is the loss of teacher effectiveness, but of equal magnitude is the personal loss to the educator. Under conditions which produce high stress, professionals suffer numerous physiological reactions such as insomnia, ulcers and more serious illnesses (Maslach, 1976; Maslach & Jackson, 1979; Needle et al., 1981). So prevalent are physical problems in stressed teachers that Belcastro (1980) found he could, nine out of ten times, correctly classify burned out from non-burned out teachers by using 24 somatic complaints as the discriminating variables. Individuals with a high level of burnout not only loose their health in some cases but also their self-confidence (Mattingly, 1977). "As a malaise of the spirit, burnout attacks and depletes motivation" (Potter, 1980, p. 106). Feelings of guilt may gnaw on those who no longer have the spirit to perform their duties to the best of their ability (Freudenberger, 1974; Reed, 1977). As one teacher described her feelings, she related that her experience was akin to the mourning process, grieving over the enthusiasm she once had for teaching (Ingram, 1980). Seven and four-tenths percent of special educators in one

study (Fimian & Santoro, 1982) revealed that they had received or were currently receiving professional counseling for problems related to stress and burnout. Adding additional stress and confusion to the life of a teacher with burnout are the environmental expectations that indicate that individuals in the helping professions must "surely" be able to cope (Maslach, 1978b). Supporting this idea of environmental expectations, DeShong (1981) proposed that special education teachers are seen by others as being endowed with a "Magic Coping Skill."

Extending beyond the school, damage from burnout on the job affects the professional's homelife and creates marital discord (Maslach, 1976). Individuals with a high degree of burnout may avoid social contacts and have fewer friends than they once had (Maslach & Jackson, 1978a).

All the previously mentioned negative effects of stress and burnout are compounded for special educators who may experience more than the usual amount of stress in the schools (DeShong, 1981). DeShong wrote, "In the special education environment there is always something more you can do, something more you need to be learning, and a slightly better way of doing everything you're doing" (p. 74). Additionally, over and above the problems experienced by non-special education teachers, the special educator is faced with "nearly every academic, behavioral and physical problem in the public school population" (Shaw et al., 1981, p. 42). Knowles (1980) found evidence that special

educators were more stressed, less statisfied with their jobs, and absent more than regular classroom teachers. Additional evidence that special educators may be at risk was discovered by Fimian and Santoro (1982): Approximately 48.8% of 365 full-time teachers of the handicapped reported much stress connected with their jobs. According to Moracco (1981), however, being in special education or regular education does not determine the likelihood of burning out but rather personal beliefs of the individual determine the likelihood of burnout. Carroll's research (1983) did not document any significant differences in burnout for special versus regular educators in one school district in Arkansas. Similar results were found in a study (n = 200) completed in Kansas, Iowa, Missouri, and Nebraska (Meagher, 1983). Zabel and Zabel (1981a) found that while burnout existed among teachers of exceptional children, high levels of emotional exhaustion, depersonalization and low levels of personal accomplishment did not exist. Presley and Morgan (1982) reported that while burnout was a reality for special education personnel, the rate of burnout in 20 counties in Illinois was lower than for other types of teachers in other studies. However, Presley (1981/1982) and Presley & Morgan (1982) were concerned because even though the frequency of high levels of burnout were low they saw enough near-criterion-scores to indicate that one-third to one-half of those teachers were rapidly reaching burnout.

As with most client-centered professions, the needs of

teachers have been relatively ignored (Pines & Kafry, 1981). "It is time to turn a portion of this caring inward, and begin to demonstrate care for 'our own'" (Presley, 1981/1982, p. 6). The present study will focus attention on the teacher. As school personnel become increasingly more conscious of the monies involved in teacher burnout, they must also recognize the personal plight of the teacher who experiences high levels of burnout. Burnout among special education teachers is especially worthy of consideration because of humanitarian concerns. "It is impossible to put a cost on human misery" (Truch, 1980, p. 40).

After one examines all the negative effects of burnout, "it is not surprising that teachers are concerned with the stress they live with and its effects on them personally and professionally" (Swick & Hanley, 1980, p. 29). "Teacher burnout has already reached serious, if not crisis, proportions. Indeed, teacher burnout has become a problem of increasing public and professional concern" (Farber & Miller, 1981, p. 235). The potential for burnout to extend beyond the educator by also impacting the school, the profession, the students and the teacher's family (Amodio, 1981; Weiskopf, 1980) justifies the need for this study. By investigating the relationship of burnout to workload and various demographic variables, professionals should be able to exert control over this physical and emotional exhaustion syndrome (Betkouski, 1981).

Definitions

For the purposes of this study, the following definitions were used:

Burnout was a syndrome of emotional exhaustion and cynicism, as measured by the Maslach Burnout Inventory, that occurs frequently among individuals who do "people work" (Maslach & Jackson, 1981).

Dehumanization involved perceiving and treating clients in a derogatory fashion (Maslach, 1977).

Depersonalization described an unfeeling and impersonal response towards recipients of care or service (Maslach & Jackson, 1981).

Emotional exhaustion was a description of feelings of being emotionally overextended and exhausted by work (Maslach & Jackson, 1981).

Job conditions were the attendant circumstances under which a teacher worked. Such circumstances (i.e., number of students, time pressures, instructional complexities, and assessment responsibilities) tend to be outside a teacher's control and often are district specific.

Learning disabled students were students who qualified to receive special education services under the provisions of the rules and regulations of the State of Missouri in accordance with Missouri's State Plan for Part B of The Education of the Handicapped Act as Amended by P.L. 94-142.

Personal accomplishment described feelings of competence and

achievement in work (Maslach & Jackson, 1981).

Resource learning disabilities teacher was an educator who taught in a classroom for learning disabled students who were enrolled in the regular classroom for most of the school day, yet required special education instruction for specific subject areas. Approvable class size was 10 to 15 students (Missouri State Board of Education, 1980).

Stressors were the environmental, physical, and psychological contributors to a stress reaction (Shaw et al., 1981).

Work tasks were specific pieces of work or duties which were part of a teacher's professional role. Such work tasks (i.e., performing assessment duties, allotting instructional time, securing support from home and school, upgrading professional skills, and working with mainstreamed students) tended not to be district bound.

PROCEDURES USED IN CONDUCTING THE STUDY

The primary purpose of this study was to develop a clearer understanding of the correlates of the emotional exhaustion aspect of the burnout of learning disabilities (LD) teachers in resource programs. Specifically, the purpose was to examine the relationship between the emotional exhaustion aspect of burnout as measured by the MBI, and

(1) background variables (age, marital status, teaching experience, level of education, and grade level teaching);

(2) job conditions (number of students, time pressures, instructional complexities, and assessment responsibility), as measured by the Resource LD Teachers' Job Conditions Questionnaire, and

(3) perceived degree of stress associated with job tasks (completing assessment duties, allotting instructional time, securing support from school and parents, upgrading professional skills, and working with mainstreamed students), as measured by the Resource LD Teachers' Work Task Stressor Scale.

Research Approach and Design

A quasi-experimental, ex post facto design was used for this study for two reasons. First, since the nature of the public school system does not readily lend itself to random

assignment of LD teachers to experimental and control groups, a true experimental design would not be feasible. Second, because the experimenter did not create treatments but rather observed naturally occurring ones, an ex post facto design was necessary (Tuckman, 1978).

Degrees of emotional exhaustion, as measured by scores from the Emotional Exhaustion-Intensity subscale of the MBI, were examined for their relationships to background, work task, and job condition variables.

The research design may be graphically represented by:

$$\begin{array}{llllll} X_1 & X_2 & X_3 & \ldots\ldots\ldots\ldots\ldots\ldots & X_k \\ O_1 & O_2 & O_3 & \ldots\ldots\ldots\ldots\ldots\ldots & O_1 \end{array}$$

In the above diagram, the Xs indicate the job condition, work task, and background variables, while the Os indicate one-time measurements of the emotional exhaustion aspect of burnout.

Hypotheses

The hypotheses in this investigation concerned the relationship between the degree of the emotional exhaustion aspect of burnout, as measured by the MBI, and (1) background variables, (2) job condition variables, and (3) perceived stress associated with work task variables (see Tables 1 and 2). These hypotheses were tested at the $\alpha = .05$ level of statistical significance. Based on the literature and a pilot study completed by this researcher, the following statistical hypotheses were investigated:

Table 1

BACKGROUND AND JOB CONDITION VARIABLES

Variable	Scaling
A. Background Variables:	
age	interval
marital status	nominal
years taught	interval
level of education	nominal
grade level teaching	nominal
B. Job Condition variables:	
Number of students	
1. per week	interval
2. per day	interval
3. per period	interval
4. appropriateness of caseload size	nominal
Time Pressures	
1. amount of planning time	interval
2. equity with other teachers	nominal
3. unscheduled help for students	nominal
4. scheduling assessment time	nominal
5. overlap between groups	nominal
Instructional complexities	
1. quantity of lessons	interval
2. age range of students	nominal
3. need self-contained LD services	interval
4. presence of a behavior disorder alone or with LD	interval
5. availability of more intensified LD services	nominal
6. availability of services for the behavior disordered	nominal
Assessment responsibilities	nominal

Table 2

WORK TASK VARIABLES

A.	Completing assessment duties
	identifying LD students
	setting aside time for write-ups
	drawing instructional suggestions
	completing assessment
B.	Allotting instructional time
	grouping versus individualization
	dividing attention between severe and mild cases
C.	Securing support from home for resolving problems
D.	Securing support from the school
	disciplining
	scheduling priorities
E.	Upgrading professional skills
	discussing ideas with colleagues
	keeping current in the field
F.	Working with mainstreamed students
	supplying instructional materials and activities
	providing encouragment for adaptations

Note: All work task variables have interval scaling

HO_1: Null Hypothesis. No significant relationship exists between the degree of the emotional exhaustion aspect of burnout, as measured by the MBI, and any background, or job conditions, as measured by the Resource LD Teachers' Job Conditions Questionnaire, or perceived stress associated with work tasks, as measured by the Resource LD Teachers' Work Task Stressor Scale.

HO_2: Null Hypothesis. No significant relationship exists between the degree of the emotional exhaustion aspect of burnout, as measured by the MBI, and any combinations of the background and/or job condition variables.

Instrumentation

Background, job condition, and work task variable data were collected via a paper and pencil survey, which was self-administered by LD teachers in resource programs. The survey contained three components: (1) a previously published and copyrighted instrument (MBI) for measuring levels of burnout; (2) the Resource LD Teachers' Job Conditions Questionnaire developed by this researcher and designed to collect data regarding job conditions, and (3) the Resource LD Teachers' Work Task Stressor Scale, an opinionnaire developed by this researcher to ascertain stressors.

Description of the MBI

The instrument utilized for assessing the emotional exhaustion variable was the Maslach Burnout Inventory (MBI) which was developed by Christina Maslach and Susan Jackson (1981). These two researchers from the University of California, Berkeley, constructed the MBI to assess experienced burnout in human services workers. The MBI can be self-administered, is self-explanatory and is purported to be reliable and valid (Maslach & Jackson, 1981).

The MBI generates data on three aspects of burnout: emotional exhaustion, depersonalization, and personal accomplishment each of which is measured by separate subscales of like names (e.g. Emotional Exhaustion, Depersonalization, and Personal Accomplishment). Each aspect of burnout is assessed using a frequency and an intensity dimension. The following six subscales yield individual scores:

(1) Emotional Exhaustion (EE) -- Intensity
(2) Emotional Exhaustion (EE) -- Frequency
(3) Depersonalization (D) -- Intensity
(4) Depersonalization (D) -- Frequency
(5) Personal Accomplishment (PA) -- Intensity
(6) Personal Accomplishment (PA) -- Frequency

For each of the 22 items (Appendix C) on the MBI, teachers were asked to respond twice: once for how often (frequency dimension) and again for how strong (intensity dimension) they experienced the feelings identified by the statement in the item.

All items (nine for EE, five for D, and eight for PA) use ordinal scaling, employing a Likert-type rating. In order to quantify the respondent's extent of agreement or disagreement with each statement, each rating by the respondent was assigned a specific numerical value. Six rating choices (and thus six numerical values) existed for the frequency dimensions:

Rating Choices	Number value
"Never"	0
"A few times a year or less"	1
"Once a month or less"	2
"A few time a month"	3
"Once a week"	4
"A few times a week"	5
"Every day"	6

The intensity rating range was from 0 ("Never") to 7 ("Major, very strong").

Respondents filled in two numerical values (one for intensity and one for frequency) in columns next to each statement. Even though scores for only one subscale were used in this study, all 22 MBI items were included. Without prior knowledge of the consequences created by partitioning out the EE items, the MBI was presented in its full form.

Scoring and Interpreting the MBI

Scores for each respondent were determined by averaging the numerical ratings for the intensity dimension of the Emotional Exhaustion subscale. This procedure resulted in one score for the emotional exhaustion variable.

Validation of the discriminating capabilities

The manual of the MBI indicates that scores on its subscales have some relationship to but are not a synonymous measure of job satisfaction. The manual reports:

> A comparison of subjects' scores on the MBI and the JDS measure of "general job satisfaction" (n = 91, social service and mental health workers) provides support for this reasoning. Job satisfaction had a moderate negative correlation with both Emotional Exhaustion (r = -.23, $p < .05$) and Depersonalization (frequency only, r = -.22, $p < .02$), as well as a slightly positive correlation with Personal Accomplishment (frequency only, r = .17, $p < .06$). However, since less than 6% of the variance is accounted for by any one of these correlations, one can reject the notion that burnout is simply a synonym for job dissatisfaction. (p. 9)

Gentilini (1982) found that MBI burnout correlated significantly with three facets of job satisfaction: interpersonal relationships with co-workers, job recognition, and opportunities for growth. Furthermore, that researcher stated since the MBI accounted for less than 25% of variance of job satisfaction "...the experience of burnout, although related to job dissatisfaction, is not the same experience" (p. 148). Additionally, the manual provides evidence that scores on the MBI are not unduly distorted by social desirability response set: "None of the MBI subscales were significantly correlated with the SD Scale... (Crowen-Marlow Social Desirability Scale, 1964) at the .05 level" (p. 9).

Reliability and Validity of the MBI When Used With Teachers

Until 1980, the suitability of using the MBI to measure burnout in teachers had not been determined (Iwanicki & Schwab, 1981). To document the reliability and validity of the MBI for teachers, Iwanicki and Schwab analyzed the responses of a sample (n = 469) of Massachusetts educators. The following conclusions were drawn:

1. "For both the frequency and intensity dimensions, the principal components and principal factors approaches both resulted in four factor solutions with eigenvalues greater than one which accounted for 55% of the total variance" (p. 1169). The same basic constructs (EE, PA, and D) in the helping professions also emerged for teachers. However, the D subscales separated into two subfactors: job-related depersonalization (e.g. worrying if the job is "hardening" them emotionally) and student related depersonalization (e.g. not caring what happens to some of the students).

2. As predicted by Maslach and Jackson for the helping professions, teachers who had higher levels of burnout also had higher frequency and intensity scores on EE and D and lower scores on PA.

3. For teachers the intercorrelations between frequency and intensity of each subscale varied from .75 to .94 with a mean of .87 (Maslach and Jackson, 1981b reported intercorrelations of .35 to .73 with a mean of .56). Moreover the average total variance in common between the two dimensions was 76% in contrast with the 31% reported by Maslach and Jackson (1981b). Iwanicki and Schwab suggested that teachers' frequency and intensity of feelings of burnout have a "fairly strong" (p. 1171) relationship.

4. Subscale reliability as measured by Cronbach's coefficient alpha was deemed to be adequate for EE and PA. However, Iwanicki and Schwab (1979) found one subfactor of D unacceptable and suggested that if D were to be used the two subfactors of D should be combined or more items should be added to that subscale. In summary, Iwanicki and Schwab concluded that the MBI has sufficient construct validity for use with teachers and that it may be superfluous to use both the frequency and intensity dimensions.

Scaling of the MBI

Scaling has become a very important tool in the behavioral sciences. Through the use of scaling techniques an investigation of attitudes and feelings is afforded more precision and standardization for research purposes (Maranell, 1977). Yet, scaling is not without its drawbacks. For example, the averaging of scores may obscure wide variations in response patterns. However, in the interest of time and effort, this study utilized instrumentation which is scaled.

As reported earlier, the Likert-type scale in the MBI is based on ordinal scaling. This ordinal scaling indicates differences as well as direction of differences of responses given by respondents. The intervals between each point on a Likert-type scale are assumed to be equal and, in fact, such scales may be referred to as equal appearing interval scales (Tuckman, 1978).

Since the MBI test manual indicates that the numerical values of the responses for each item are totaled within each subscale, it appears that the test constructors believe that the six subscale scores yield data which can be treated as interval. This researcher viewed the subscale scores as interval data.

Control of Sources of Extraneous Variance

In order to enhance internal validity of any experimental design, it is necessary to examine which variables might confound the existence of the treatment effect (Campbell & Stanley, 1966). Because of the design of this study the following variables did not threaten internal validity:

1. testing--one short instrument was used;
2. instrumentation--scoring methods for the instrument remained constant;
3. statistical regression--all ranges of scores were used in the final analyses, and
4. experimental mortality--the experimental duration was only as long as it takes for subjects to complete the instrument.

Additionally, the history and maturation of the subjects did not greatly diminish internal validity since the variables were measured only once per subject.

The absence of a pre-test in this research eliminated the reactive and interactive effect of testing which might threaten external validity. To minimize reactive effects from preconceived ideas of burnout, the MBI test form was labeled as the Human Services Survey. The multiple treatment variable and experimental arrangements variable did not interfere with generalization of the results because these variables were non-existent in the proposed research design. Through restrictions to whom the results were

generalized, the consequences of the interaction between selection bias and the experimental variable were reduced.

Methodological Assumptions and Limitations

As is true with all research, this study contained certain imperfections and equivocal points (Campbell & Stanley, 1963). Interpretations of data took into account these assumptions:

1. The Emotional Exhaustion--Intensity subscale of the MBI has adequate validity and reliability.

2. Respondents portrayed themselves accurately on the MBI.

3. The questions chosen to assess workload of resource LD teachers are adequate.

4. Data accumulated on the respondents are representative of the population of resource teachers in learning disabilities programs in Missouri.

Beyond assumptions, interpretations of the results of this study were confined by the following methodological limitations:

1. Generalization of results beyond the sample population is speculative.

2. Since the emotional exhaustion variable was measured during one time of the school year, generalizing the results to other times may not be appropriate.

3. No systematic control exists for the effects of contamination which may occur if subjects have recently participated in workshops and conventions or have completed

personal readings which deal with stress and burnout.

Population and Sample

Female learning disabilities teachers in resource delivery models in the state of Missouri constituted the target population. Because of their small number and unknown distribution among districts of various sizes, males were not included in the population pool. The use of only females increased homogeneity of the sample, allowing the sample size to be reduced; however, generalizations must apply to similar populations.

A representative sample (n = 500) of LD teachers was randomly selected using a stratified proportional sampling technique. The procedures were as follows:

1. All Missouri school districts were divided into five strata based on their student enrollments, as determined by the Missouri School Directory of 1983-84.

2. Samples from the strata were drawn in the same proportion that existed in the larger total population (See Appendix D).

3. A counting-off procedure was used to select the names of subjects from a list of LD teachers, grouped by districts, secured from the Missouri State Department of Elementary and Secondary Education. The first draw and sample interval for names in each stratum were determined by a random number generated by the product of the numbers from simultaneously rolling three dice.

Data Collection Procedures

Surveys were mailed in April to the selected 500 LD teachers. The survey contained the previously mentioned instrumentation, a return envelope, and a cover letter which explained the instrumentation and research questions, solicited the teachers' cooperation, and offered them an opportunity to receive an abstract of the final results.

A follow-up letter was sent to nonresponders (identifed by a code number two weeks after the initial mailing. Only those surveys received within 60 days of the initial mailing were included in the final data analyses.

Methods of Data Analyses

The statistical procedures used to analyze the data included the Pearson Product-Moment correlation coefficient, analysis of variance (ANOVA), and stepwise multiple regression. All data was examined using the Statistical Analysis System (SAS, 1982) program at the University of Missouri-Columbia. The average score on the Emotional Exhaustion-Intensity (EE-I) subscale of the MBI was used as the dependent variable in the ANOVA and stepwise multiple regression.

To analyze separate contributions of individual variables to variability in EE-I scores, two methods were employed. First, Pearson-rs were used to obtain linear correlations between the MBI score and those variables which had interval scaling. Second, an ANOVA statistical

treatment was selected to analyze data generated from variables with categorical scaling.

A stepwise multiple regression was chosen to determine the combination of background and job condition variables which explained the greatest amount of the variance in the emotional exhaustion variable. Indicator ("dummy") variables were formed from categorical variables by defining a variable which was equal to one or zero for each one of the categories depending upon whether the individual fell into that category.

Summary

A quasi-experimental ex post facto design was used to determine the relationship between the emotional exhaustion aspect of burnout, as measured by the MBI, and background variables, job condition variables, and perceived degree of stress associated with work task variables. Data were collected via a self-administered, pencil and paper survey consisting of the MBI, the Resource LD Teachers' Job Conditions Questionnaire, and the Resource LD Teachers' Work Task Stressor Scale. Data analyses were accomplished through Pearson-rs, ANOVAs, and a stepwise multiple regression.

The target population was composed of female LD teachers in resource service delivery models in Missouri. Five hundred LD teachers were randomly selected using a stratified proportional sampling technique.

PRESENTATION AND ANALYSIS OF DATA

Introduction

The data collected for this study are presented and analyzed within this section. The section begins with the data collection results and characteristics of the sample and is followed by an examination of each null hypothesis.

Data Collection Results

Surveys were sent to 500 female LD teachers in Missouri. A total of 370 surveys were returned, yielding a return rate of 74%. Of the 370 responses, 155 were not used for the study because they contained too many unanswered questions or were completed by special educators who were not resource LD teachers. The total number for the sample was 215 resource LD teachers.

Background Characteristics of the Sample

The typical respondent in this study was married, young and inexperienced, teaching at the primary level, and had earned college credit beyond the Bachelor's degree. Table 3 gives details regarding background characteristics of resource LD teachers participating in this study.

The greatest number of respondents taught in the primary grades (K-5) and the smallest number taught in programs described as encompassing kindergarten through high school. A wide age range was represented in the study. The youngest LD resource teacher was 22 years of age and the oldest was 66. The average age was 35. The majority of LD teachers in resource models were married (75.1%) rather than single (24.9%). Approximately one-half of the respondents reported having a Master's degree or above, and most (88%)

had earned hours above a Bachelor's degree. Typically, respondents had less than 10 years of teaching experience with only 15% having 16 or more years of experience.

Table 3

DESCRIPTIVE DATA OF BACKGROUND VARIABLES BY TEACHING LEVEL, EXPERIENCE, AGE, AND EDUCATION

Variable	Number of Persons	Percent
a. Level of teaching		
K-5	97	45.3
K-8	29	13.6
7-9	33	15.4
9-12	37	17.3
K-12	18	8.4
	214	100.0
b. Age		
20-29	74	34.7
30-39	75	35.2
40-49	43	20.2
50-59	12	5.7
60-69	9	4.2
	213	100.0
c. Level of education		
Bachelor's	26	12.1
Bachelor's plus hours	81	37.7
Master's	45	20.9
Master's plus hours	57	26.5
Specialist's	6	2.8
	215	100.0
d. Years of experience		
1-5	65	30.5
6-10	86	40.4
11-15	31	14.6
16-20	19	8.9
21-25	4	1.9
26-30	5	2.3
31-35	3	1.4
	213	100.0

Background Variables

A Pearson-r was used to evaluate the relationship between intensity of the emotional exhaustion aspect of burnout (EE-I) and the teacher's age and years of teaching experience. The null was rejected in both instances as significant negative correlations were found. As shown by Table 4, as a teacher's age or experience increased, the degree of perceived emotional exhaustion decreased.

Table 4

PEARSON CORRELATION COEFFICIENTS BETWEEN EE-I SCORES AND TEACHERS' AGE AND TEACHING EXPERIENCE

Background Variable	EE-I Scores	p
age	-.2086	.0022
teaching experience	-.2187	.0013

Three background variables (grade level, marital status, and level of education) were analyzed using ANOVAs. None of the three, when examined separately, was able to meet the criterion for rejecting the null. No significant differences in EE-I scores were found when teachers were analyzed by grade level, marital status, and level of education (see Table 5).

Job Conditions

Seven work condition variables were individually analyzed by Pearson-rs (see Table 6). However, only one variable was significantly linearly correlated with average scores on EE-I of the MBI. A significant positive correlation resulted between reported feelings of emotional exhaustion and the percentage of students who were reported as being behavior disordered (BD) or LD and BD. The larger the proportion of LD or LD/BD students, the more likely a teacher was to report feeling emotionally exhausted.

However, no significant linear relationships were documented between emotional exhaustion and the following variables when considered singly: (1) the number of students (per week, per day, or at one time), (2) minutes of planning time, and (3) number of lessons per day. Likewise, the relationship between the degree of reported emotional exhaustion and percentage of students who needed a self-contained LD classroom was not statistically significant.

For those work condition variables which were categorical, one-way ANOVAs were used to examine their individual relationship to EE-I scores. Table 7 gives a detailed accounting of the results for these independent variables.

Table 5

ANOVAS FOR EE-I SCORES AND GRADE LEVEL, MARITAL STATUS, AND LEVEL OF EDUCATION

Source of variation		df	MS	F	p
a.	grade level	4	1.4585	.84	.5043
	error	209	1.7466		
	total	213			
b.	marital status	1	.0966	.05	.8148
	error	211	1.7571		
	total	212			
c.	level of education	4	1.4935	.86	.4894
	error	210	1.7384		
	total	214			

Table 6

PEARSON CORRELATION COEFFICIENTS BETWEEN EE-I SCORES AND NUMBER OF STUDENTS, MINUTES OF PLANNING TIME, NUMBER OF LESSONS, STUDENTS NEEDING SELF-CONTAINED SERVICES, AND STUDENTS WHO ARE BD OR LD/BD

	Variables	EE-I	p
a.	number of students per week	.0558	.4155
	per day	.0287	.6761
	at one time	.0951	.1648
b.	minutes of planning time	.0267	.6978
c.	lessons per day	.0383	.5827
d.	percent needing self-contained LD	.0934	.1785
e.	percent who are BD or LD/BD	.1380	.0464

Table 7

ANOVAS FOR EE-I SCORES AND JOB CONDITION VARIABLES

Source of Variation		df	MS	F	p
a.	equity of planning time	2	1.2152	.70	.4965
	error	210			
	total	212			
b.	unscheduled help	2	1.5582	.90	.4090
	error	212	1.7355		
	total	214			
c.	appropriateness of caseload size	2	6.9418	4.16	.0170
	error	211	1.6703		
	total	213			
d.	assessment situation	3	4.7621	2.82	.0395
	error	211	1.6907		
	total	214			
e.	overlapping of groups	1	10.4921	6.18	.0137
	error	212	1.6964		
	total	213			
f.	age range of students	4	3.1795	1.87	.1176
	error	209	1.7036		
	total	213			
g.	availability of self-contained LD services	1	3.5790	2.07	.1522
	error	212	1.7331		
	total	213			
h.	availability of BD services	1	.5567	.32	.5721
	error	213	1.7393		
	total	214			
i.	responsibility for assessment	2	3.4716	2.02	.1350
	error	212	1.7174		
	total	214			

Work Tasks

The relationship between the intensity of emotional exhaustion and each job task variable was determined through a Pearson-r. As can be noted in Table 8., significant relationships were found between EE-I scores and nine of the 13 variables when each was examined in isolation.

Table 8

PEARSON CORRELATION COEFFICIENTS BETWEEN EE-I SCORES AND WORK TASK VARIABLES

Variable	EE-I	p
a. Performing assessment duties		
deciding who is LD and is not LD	.1005	.1421
setting aside testing time	.2796	.0001
drawing instructional implications	.1091	.1113
completing assessment	.2174	.0014
b. Allotting instructional time		
grouping vs individualizing	.1841	.0075
attending to severe & mild	.2226	.0010
c. Securing parental support	.1795	.0083
d. Securing school support		
discipline	.2396	.0004
scheduling priorities	.1898	.0053
e. Upgrading professional skills		
discussing ideas	.1986	.0035
keeping current	.1203	.0784
f. Working with mainstreamed students		
supplying materials & activities	.1236	.0705
encouraging adaptations	.1694	.0131

Combination of Job Conditions and/or Background Variables

A stepwise multiple regression was used to determine the combination of job conditions and/or background variables which explained the most variance in scores on the Emotional Exhaustion-Intensity subscale of the MBI (see Tables 9 and 10).

Table 9

ANOVA FOR STEPWISE REGRESSION RESULTS FOR EE-I SCORES AND BACKGROUND AND JOB CONDITION VARIABLES

Source	df	MS	F	p
Regression	4	8.11	5.32	.004
Error	182	1.52		
Total	186			

Table 10

COEFFICIENT ESTIMATES FOR STEPWISE REGRESSION RESULTS FOR EE-I SCORES AND BACKGROUND AND JOB CONDITION VARIABLES

Variable	Coefficient Estimate	p
Intercept	3.602	
Years taught	-0.045	.0035
Specialist's Degree	1.223	.0356
Caseload too big	0.466	.0164
Share assessment duties	-0.467	.0121

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This section contains a brief summary of the study and findings. In addition, conclusions derived from the data analyses and recommendations for future research are presented.

Summary of Findings

The malady of burnout which is characterized by physical and emotional exhaustion and even dehumanization of clients and oneself (Maslach, 1976) is suspected as an occupational hazard of many professions, including teaching (Freudenberger, 1977; Maslach, 1976). The causes and effects of detrimental levels of stress are concerns for all who live the harried American lifestyle. As school systems became increasingly more conscious of the monies involved in teacher burnout, it is imperative not to lose sight of the personal plight of the teacher who experiences high levels of burnout. Burnout among special educators is worthy of consideration if for no other reasons than humanitarian ones.

This study focused on the emotional exhaustion aspect of burnout in female resource LD teachers in Missouri. The purpose of the study was to examine the relationship between the emotional exhaustion aspect of burnout, as measured by

the Maslach Burnout Inventory (MBI), and (1) background variables: age, marital status, teaching experience, level of education, and grade level teaching; (2) job conditions: number of students, time pressures, instructional complexities, and assessment responsibility, and (3) perceived degree of stress associated with job tasks: completing assessment duties, allotting instructional time, securing support from school and parents, upgrading professional skills, and working with mainstreamed students.

Two hundred and fifteen female resource LD teachers participated in the study. Participants completed a survey containing the MBI and two instruments, the Resource LD Teachers' Job Conditions Questionnaire and the Resource LD Teachers' Work Task Stressor Scale, developed by this researcher.

The following findings resulted from the investigation of the relationship between the emotional exhaustion aspect of burnout and resource LD teachers' backgrounds, job conditions, and reported stress associated with work tasks:

1. Nine work task variables were related to perceived emotional exhaustion. Teachers who reported feeling higher intensities of emotional exhaustion also reported higher stress associated with the following variables:

    a. setting aside time for assessment write-ups;
    b. finding time to do assessment;
    c. finding a balance between grouping and individualization;

d. dividing time between severe and mild cases;
e. securing parental support for solving problems;
f. securing administrative support for discipline;
g. securing administrative support for scheduling priorities;
h. finding a colleague with whom to discuss ideas, and
i. providing encouragement to regular classroom teachers for adaptations in their classroom.

However, insignificant relationships were found between EE-I scores and four work task variables: providing activities and materials for mainstreamed students, deciding who is and is not LD, keeping current in the field, and drawing concrete implications from assessment data.

2. When considered singly, two background and four job condition variables were significantly related to reports of intensity of emotional exhaustion. Greater intensities of the emotional exhaustion aspect of burnout, as measured by the MBI, were indicated by LD teachers who (1) were younger, (2) were less experienced, (3) had a greater proportion of their students who were perceived as being BD or LD/BD, (4) needed to cancel or work around instructional groups to complete assessment, (5) described their instructional scheduling as having overlapping times between groups, and (6) indicated that their caseloads included too many students.

The following job condition and background variables

were not found to be significantly related to reported feelings of emotional exhaustion:

a. number of students per week, per day, or at one time;
b. minutes of planning time;
c. number of lesson plans per day;
d. percentage of students who need a self-contained LD classroom;
e. equity of planning time;
f. frequency of unscheduled help for students;
g. age range of students;
h. degree of responsibility for assessment;
i. availability of self-contained LD services;
j. availability of BD services;
k. marital status;
l. level of education, and
m. grade level teaching.

3. When both background and job condition variables were examined in combination, the following four variables explained the greatest amount of variance in EE-I scores: (1) years of teaching experience, (2) Educational Specialist's degree, (3) reports of caseloads which were too large, and (4) reports of sharing assessment duties.

4. Statistically evaluating variables singly versus in combination yielded the following discrepant results:

a. Even though years of experience and age of the teacher variables were significantly

correlated (r = .7548, p = .0001) with one another and were both significantly related to EE-I scores when examined individually, only the years of experience category entered the regression equation at a satisfactory level.

b. The ANOVA did not substantiate any significant differences between EE-I scores when teachers' level of education was considered as a lone variable. However, when this variable was examined in conjunction with background and job condition variables, those individuals who were less experienced and had an Educational Specialist's degree also reported feeling higher intensities of emotional exhaustion.

c. As with the Educational Specialist's degree variable, the sharing assessment duties variable was not found to be significantly related to EE-I when evaluated independently of other variables. However, the mean for sharing duties was lower (M = 2.9), though not significantly, than for those completing all assessment (M = 3.42) or for those completing minimal assessment (M = 3.0). Thus, when working in consort with the teaching experience and Educational Specialist's variables, sharing assessment duties was significantly negatively related to EE-I scores.

Conclusions

As a result of the findings of this study, the following conclusions were reached regarding resource LD teachers in Missouri:

1. Increased time in teaching rather than merely getting older is related to lower intensities of emotional exhaustion.

2. Possibly, inexperienced but well-educated LD teachers are having more demands placed upon them, are trying to educate themselves for another position because of emotional exhaustion already felt, or find it frustrating to implement what they have worked so long to learn.

3. A parsimonious means of determining which teachers might be likely to feel more emotionally exhausted is to ask them if they have too many students in their caseloads. Those who respond that they do have too many students may be approaching the point where they can no longer give of themselves on a psychological level.

4. Teachers who have schedules which include overlapping times for groups appear to work under a cluster of conditions which approach the unmanageable level.

5. Resource LD teachers do not sense adequate support from parents and administrators. Indeed, as Holland (1973) stated, these teachers may have "become the sole repository for skills, stamina, and enrichment--a role that cannot long be endured by any single individual" (p. 239).

6. Two reasons may provide insight into why teachers

who share assessment duties with other professionals experience less intense feelings of emotional exhaustion. First, these teachers, unlike other teachers who complete minimal assessment, feel some degree of control over identification and instructional decisions. Second, these teachers, unlike other LD teachers who complete almost all the assessment, are not as pressured by time and the decision making demands involved in assessment.

Implications

Several implications seem worthy of consideration as a result of this study:

1. The schools should be attentive to the likelihood that inexperienced teachers, and especially those who are highly trained, may be at greater risk for emotional exhaustion.

2. Resource LD teachers need additional support from administrators and parents for completing their duties. These teachers seemed to feel stressed by a lack of support and also indicated being emotionally exhausted.

3. Teachers themselves need to realize that only so much can be accomplished in a given day. Priorities must be established and a reconcilation of their feelings regarding grouping versus individualization and meeting the needs of all students must occur.

4. Schools should strive for a workable arrangement so LD teachers can find a comfortable level of involvement in assessment duties. Sharing assessment duties is not only

educationally sound and legally required but also is in teachers' best interests.

5. Teacher training programs, professional organizations, school districts, and LD teachers themselves must find better ways to foster professional exchange of ideas.

Suggestions for Future Research

The following seem worthy of investigation:

1. Does the degree of burnout differ depending upon the size of the school district?

2. Are students' instructional gains related to teachers' degree of burnout?

3. Are any of the other subscales of the MBI related to the variables studied in this research?

4. How would these results compare with those from LD teachers who are in self-contained service models or with special educators in cross-categorical programs?

5. Do more experienced resource LD teachers have different expectations for LD students or have they developed more effective coping strategies?

APPENDIX A

RESOURCE LD TEACHERS' JOB CONDITIONS QUESTIONNAIRE

Developed by Catherine A. Shea

DIRECTIONS: Please respond to each of the following questions. Notice that some require you to fill in a whole number, while others ask you to choose from several possible responses. Select the responses that best describe your situation. Choose only one answer per question.

1. Currently, what level are you teaching
Check the one that best describes the level.
___Elementary (K-5)
___Elementary (K-8)
___Junior High (7-9)
___High School (9-12)
___Mixture of levels (K-12)

2. Which of those listed best describes your delivery model?
___Resource LD
___Self-contained LD
___ERT
___Other. Please describe.

3. What is your age? _____

4. What is your sex? ___Male ___Female

5. What is your marital status? ___Single ___Married

6. What is your current level of education? Circle only one, please.
   a. Bachelor's degree
   b. Bachelor's plus ___graduate hours
   c. Master's degree
   d. Master's degree plus ___graduate hours
   e. Specialist's

7. How many years have you taught? _____

8. How many different LD students receive direct services from you each week?
_____
number of students

9. On a typical day, how many different students receive direct services from you?
_____
number of students

10. At any one time during the day, what number of LD students would typically be receiving instruction from you?
_____
number of students

11. How many minutes of planning time per week do you have? (Don't count the time before or after school or during lunch hour. Don't count time set aside for testing.)
_____
number of minutes

12. In comparison with other teachers in the building, how much planning time do you have? Circle one.
   a. Less than they have
   b. About equal to what they have
   c. More than they have

13. On a typical day, how many different lessons do you prepare? (For example, if you have a group of two students who work on math and social studies but are on different levels or in different books you probably prepare 4 lesson plans.)
_____
number of lesson plans on a typical day

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APPENDIX B

RESOURCE LD TEACHERS' WORK TASK STRESSOR SCALE

Developed by Catherine A. Shea

DIRECTIONS: Read each of the following statements and decide how stressful each of them is for you in your present teaching position. If the situation is highly stressful circle "7". Circle "1" to indicate a mild degree of stress. Use "2", "3", "4", "5", or "6" to indicate a feeling of stress which falls between the extremes. Circle "0" if the situation does not apply or occur frequently enough to respond.

——DEGREE OF STRESS——

NA	Mild						High	
0	1	2	3	4	5	6	7	Finding a balance between individualizing to meet ability needs and grouping to meet time limitations.
0	1	2	3	4	5	6	7	Being responsible for deciding who is and is not LD.
0	1	2	3	4	5	6	7	Setting aside time for writing up testing results.
0	1	2	3	4	5	6	7	Securing administrative cooperation for solving discipline problems.
0	1	2	3	4	5	6	7	Translating test data into concrete suggestions.
0	1	2	3	4	5	6	7	Finding time to do assessment.
0	1	2	3	4	5	6	7	Attending to the needs of a few severe cases while at the same time meeting the needs of the more capable students.
0	1	2	3	4	5	6	7	Having to prepare materials or activities for my LD students to do in their regular classrooms..
0	1	2	3	4	5	6	7	Encouraging regular classroom teachers to provide appropriate adaptations in the regular classrooms.
0	1	2	3	4	5	6	7	Convincing myself or administrators that it is all right to schedule planning or testing time even though it means I spend less time in direct instruction.
0	1	2	3	4	5	6	7	Securing parental support for solving students' problems.
0	1	2	3	4	5	6	7	Finding another professional with whom to discuss my ideas.
0	1	2	3	4	5	6	7	Keeping current in the field.

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APPENDIX C

SUBSCALE QUESTIONS OF THE MASLACH BURNOUT INVENTORY

Emotional Exhaustion

Item

1. I feel emotionally drained from my work.
2. I feel used up at the end of the workday.
3. I feel fatigued when I get up in the morning and have to face another day of work.
6. Working with people all day is really a strain to me.
8. I feel burned out from my work.
13. I feel frustrated by my job.
14. I feel I'm working too hard on my job.
16. Working directly with people puts too much stress on me.
20. I feel like I'm at the end of my rope.

Depersonalization

5. I feel I treat some recipients as if they were impersonal "objects".
10. I've become more callous toward people since I took this job.
11. I worry that this job is hardening me emotionally.
15. I don't really care what happens to some recipients.
22. I feel recipients blame me for some of their problems.

Personal Accomplishment

4. I can easily understand how my recipients feel about things.

7. I deal very effectively with the problems of my recipients.

9. I feel I'm positively influencing other people's lives through my work.

12. I feel very energetic.

17. I can easily create a relaxed atmosphere with my recipients.

18. I feel exhilarated after working closely with my students.

19. I have accomplished many worthwhile things on this job.

21. In my work, I deal with emotional problems very calmly.

Personal Involvement (an optional subscale which will not be used)

I feel similar to my recipients.

I feel personally involved with my recipients.

I feel uncomfortable about the way I have treated some recipients.

SIZE OF SUBSTRATUM SAMPLES

	Student Enrollment				
Strata by district size	0-500	501-2,000	2,001-7,500	7,501+	Suburban[a]
Proportion of larger population	7%	26%	22%	15%	30%
Substrata sample size (n)	35	130	110	75	150

[a] Urban areas were Kansas City 33, St. Louis City, and Special School District of St. Louis County.

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